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in any other State, and, we may as well add, between ourselves, and not for publication,—that it goes forward further, too. Not belonging to Massachusetts, we might say that with regret, but the truth must now and then be told and, after all, Massachusetts belongs to the whole country in a peculiar way, and the influence of Massachusetts on other commonwealths in school matters has been very great, comparable indeed to the influence of Prussia among the States that compose the German Empire. The salient points in the history are clearly presented in the editor's preface by Dr. Harris. He states that the total amount of school education that each inhabitant of Massachusetts is receiving on an average, is nearly seven years of three hundred days each, while the average schooling given each citizen in the whole nation is only four and three-tenths of such years, while her citizens get nearly twice the national average amount of education, her wealth-producing power as compared with other states stands almost in the same ratio, namely (in 1885), at seventy-three cents per day for each man, woman, and child, while the average for the whole nation was only forty cents.

Mr. Martin gives the following steps in the progress of Massachusetts' education: (1) Compulsory teaching; (2) compulsory schools; (3) compulsory certificating of teachers; (4) compulsory supervision; (5) compulsory school attendance. A most interesting part of the volume is devoted to the life and work of Horace Mann, truly one of the Great Educators, and one whose high ideal, noble sacrifice, and lasting achievements cannot be too well known to American teachers. The work is interestingly written and deserves well of the reading public.

C. H. T.

*Studies in the Evolution of English Criticism.* By LAURA JOHNSON WYLIE. Ginn & Co., Boston. pp. 212. Price \$1.10.

This is an important contribution to a subject which has been too much neglected in the past. These studies bear on the surface many evidences of wide reading and careful thinking. It is also particularly worthy of note that the reading of the author has been widely extended, not only in English literature, its highways and bypaths, but also in French and German literature, without which it is impossible to understand, in any but a superficial way, the history and development of the literature of England. For these and other reasons, it seems to me

that both the author is to be congratulated on so serious and methodical an attempt, and the university which has conferred the degree of doctor of philosophy upon the writer and borne the expense of publishing this thesis.

The little volume consists of four studies. The first deals with the criticism of Dryden, its sources and its character, and the establishment of classicism in England. Part two is called the "Evolution out of Classicism," discussing the continued influence of France on England, the renewed interest in Greek art and learning, and the growth of the romantic spirit which took the place of classicism. In the third study Miss Wylie discusses the "German Sources of Coleridge's Criticism," or better, German criticism itself as exemplified by Lessing, Winkelmann, Herder, Goethe, and Schiller. The last study is devoted to Coleridge himself, to the early influence of Bowles and Wordsworth, the later influence of German philosophy, and to Coleridge's application of his principles.

The chapters are closely written and the thesis will require more than a single reading for its full appreciation. This is owing, not to any lack of clearness in style, but to the number and extent of the writings upon which the numerous generalizations of the author are based. If there is any criticism to be made on this able monograph, it is that the conclusions might well have been summarized in a short concluding chapter. This is not, however, so much criticism as a wish to which the reviewer feels like giving expression.

*Oliver Farrar Emerson*

*Cornell University*

*English Grammar.* By ROBERT C. METCALF, Supervisor of Schools, Boston, Mass., and THOMAS METCALF, Illinois State Normal University. American Book Company.

Among the many texts on the science of the English language, recently published, the Metcalf Grammar is bound to take a prominent place. It is constructed upon the inductive principle, but is not so extremely inductive as to be tiresome. The child is allowed the satisfaction of discovery, but is led to it with very careful guidance. The authors realize that there are some principles that must be enunciated, and act accordingly.

The gradation of principles is unique and excellent. The pupil is introduced at first only to the simplest facts concern-